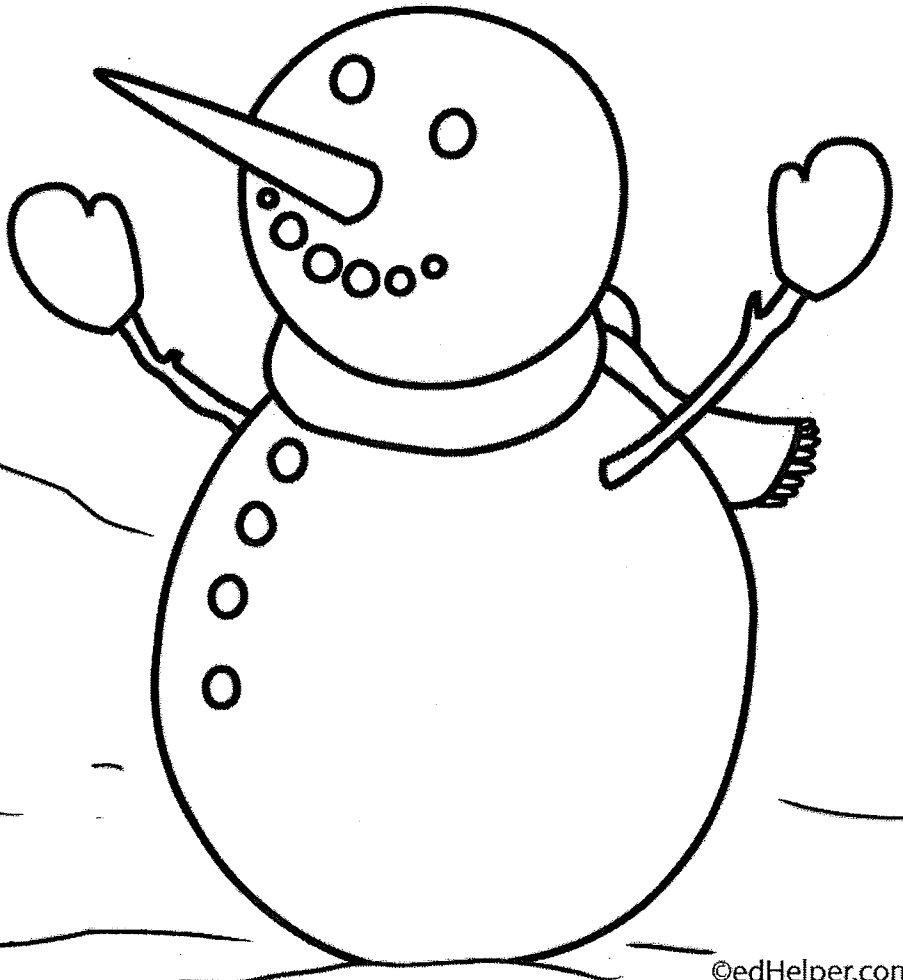


My Name: \_\_\_\_\_

3<sup>rd</sup> Grade

# WINTER BREAK

Homework



# List of Books I Read

(Attach additional paper if needed)

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Choose one book you read over break and write what happened in each part of the story

Beginning:

Middle:

End:

Parent Signature: \_\_\_\_\_

Name \_\_\_\_\_

## Cause and Effect

**Directions:** Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

### One Really Bad Day

“There is nothing to do here,” yawned Goldy. Then she saw a cuckoo clock on the wall. It might be fun to get that down and take it apart. She stood on a stool to take it down. Suddenly she slipped and fell off the stool, dropping the clock.

When the clock hit the floor, a wooden bird darted out and cried, “Cuckoo, cuckoo, cuckoo!” Because of the noise, the dog woke up and began to bark loudly.

The barking startled Goldy so much that she fell backwards into the rocker. The rocker tipped back, rocking over the tail of the cat. The cat yowled and jumped into the air. It leaped to the top of the sofa and then on to Goldy’s back. It hung on tight with its claws.

1. Goldy was bored, so she—  
 started to rock.  
 woke up the dog.  
 played with the cat.  
 decided to take apart the clock.

2. What made the cuckoo come out of the clock?  
 Goldy dropped the clock.  
 It was two o’clock.  
 Goldy had the clock in her hands.  
 Goldy took the clock apart.
3. What did the dog’s bark cause to happen?  
 Goldy dropped the clock.  
 The cat woke up and yowled.  
 Goldy fell backwards into the rocker.  
 Goldy fell off the stool.
4. What made the cat jump into the air?  
 It heard the cuckoo.  
 It heard the dog bark.  
 The rocker went over its tail.  
 Goldy tripped over it.
5. Which word in the second paragraph signals a cause-effect relationship?  
 cuckoo  
 because  
 loud  
 woke



**Notes for Home:** Your child identified causes and effects in a story. **Home Activity:** Make up *if-then* statements with your child. One person uses *if* to describe a possible event, and the other person uses *then* to tell what might happen as a result.

## Drawing Conclusions and Predicting

**Directions:** Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

### Seeing the Problem

It was Tony's first day in his new school. As the newest student, Tony was seated in the back of the classroom.

Tony's new teacher, Mr. Brown, said they would start the day with a spelling lesson. Tony knew that the spelling book was blue, and he got it out of his book bag. Mr. Brown called on Tony. He asked Tony to read the spelling words which were written on the board.

Tony looked at the board. He squinted his eyes. He leaned his head forward and stared for a minute. When he didn't say anything, one or two children giggled.

Mr. Brown asked Tony if he would like to sit in the front of the room. Tony agreed. He picked up his book bag and spelling book and moved to a new seat at the very front of the class.

Mr. Brown then asked Tony once more to read the spelling words on the board. Tony squinted again and finally said, "I'm sorry, but I can't."

After class, Mr. Brown asked Tony to stay a few minutes. Tony hoped he hadn't done anything wrong on his first day.

Mr. Brown said, "Tony, I'd like you to visit the school doctor. She can give you an eye test."

1. Tony squints because he—
  - A. dislikes being in the back of the classroom.
  - B. has trouble seeing.
  - C. can't hear the teacher.
  - D. is in pain.
2. Tony doesn't read the words because he—
  - F. dislikes Mr. Brown.
  - G. dislikes reading.
  - H. is embarrassed.
  - J. can't see them clearly.
3. Mr. Brown changes Tony's seat to the front so that—
  - A. he can talk to Tony.
  - B. Tony is with his friends.
  - C. Tony is closer to the chalkboard.
  - D. Tony won't misbehave.
4. The eye doctor will probably tell Tony that he—
  - F. needs glasses.
  - G. is fine.
  - H. should switch classes.
  - J. should sit up front.
5. You could find out if your prediction is right by—
  - A. rereading the passage.
  - B. asking a friend.
  - C. making another prediction.
  - D. reading the rest of the story.



**Notes for Home:** Your child drew conclusions and made predictions based on story details.  
**Home Activity:** As you read with your child, pause often to let your child predict what will happen next. After reading, have your child draw conclusions about the characters and events.

Name \_\_\_\_\_

## Plot and Character

**Directions:** Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

### The Canal Street Club

Ming, Steve, and Kim are in the Canal Street Club. They help Mrs. Chen make sandwiches for people who are hungry. Last Saturday was the Chinese New Year so they worked extra hard to make some people's holiday a little better.

They made sandwiches all morning. They had about half of them done. Then they went to help Mrs. Chen decorate for the party. When they returned, they were surprised to see that all the sandwiches were made.

Three young people their age were walking towards them. One boy said, "We just moved here. We hope you don't mind that we made the rest of the sandwiches. We like to help out."

Now the Canal Street Club had six members and the projects went much faster.

1. Who is the story about?

- Mrs. Chen
- the neighborhood
- The Canal Street Club
- the new neighbors

2. The characters in the story are—

- lazy and selfish.
- helpful and hardworking.
- noisy and rude.
- hurried and clumsy.

3. In the beginning of the story, the children—

- meet their neighbors.
- help Mrs. Chen decorate.
- celebrate the New Year.
- start making sandwiches.

4. In the middle of the story, Ming, Steve, and Kim—

- find all the sandwiches made.
- meet Mrs. Chen.
- work on new projects.
- invite new neighbors to join the club.

5. What happens at the end of the story?

- Ming, Steve, and Kim help Mrs. Chen
- They all make sandwiches.
- The new neighbors join the club.
- The new neighbors finish making the sandwiches.



**Notes for Home:** Your child read a story and identified both the characters and plot in the story. **Home Activity:** Have your child write a story about a time he or she helped someone out. Encourage your child to include a beginning, middle, and end in the story.

Name \_\_\_\_\_

## Sequence

**Directions:** Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

### Sam the Detective

Sam is a detective. He looks at clues to figure things out. Today, he had to find out what happened to his little brother's teddy bear.

Sam looked in Bob's room. He looked in his own room. He asked his brother where the bear had been seen last. Bob said he had it at dinner. So Sam looked in the kitchen. The bear wasn't there, but Sam did see dirty paw prints. Did the dog know anything?

He found the dog in the basement. His paws were covered in fresh dirt. Sam looked in the garden. He saw a fresh hole. He looked in the hole and found the teddy bear. His brother was very happy. Sam and Bob's mom was happy, too, once she gave the bear a bath in the washing machine, of course.

1. What did Sam do first?

- He looked in Bob's room.
- He looked in the kitchen.
- He looked in the garden.
- He looked at a dog.

2. What did Sam do after he looked in his own room?

- He looked at the dog.
- He talked to Bob.
- He looked in the basement.
- He looked at the dog.

3. Where did Sam go before he looked in the garden?

- to the attic
- to the family room
- to the dog house in the yard
- to the basement

4. What happened after Sam saw the hole in the garden?

- He asked Bob where the bear had been seen last.
- He found the dog.
- He found the teddy bear.
- He washed the teddy bear.

5. What happened last in the story?

- Sam found the teddy bear.
- Sam gave the bear to Bob.
- Bob lost his teddy bear.
- Sam and Bob's mom washed the teddy bear.



**Notes for Home:** Your child identified the order in which events happen in a story. *Home Activity:* Read a story to your child. Then pick three or four events from the story and ask your child to tell you which of them came first and which came last.

# Spaghetti Dinner

## Practice

1. What are three words in the poem that rhyme?

\_\_\_\_\_

2. The poet compares spaghetti to

- A. barrettes and bows.
- B. clothes and hair.
- C. toes and noses.
- D. a sink and a hose.

3. Name two places the baby had spaghetti.

\_\_\_\_\_

## **Quiz**

1. What is the rhyming pattern in each verse?

- A. Lines 1, 2, and 3 rhyme, and lines 4 and 5 rhyme.
- B. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme.
- C. Lines 1, 2, and 4 rhyme, and lines 3 and 5 rhyme.
- D. Lines 1, 3, and 5 rhyme, and lines 2 and 4 rhyme.

2. What line of the poem indicates that the baby was not expecting to get sprayed with the hose? \_\_\_\_\_

3. Who is the narrator, or speaker, in the poem? \_\_\_\_\_

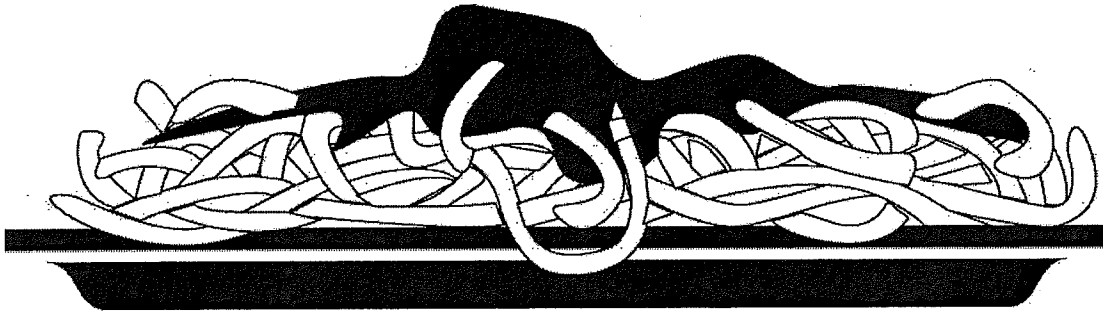
## Spaghetti Dinner

by Chris Offenburger Walsh

My baby brother ate spaghetti,  
And he had it up his nose.  
Plus, then we found,  
As we looked around,  
It was also between his toes!

Oh my gosh, spaghetti dinner  
Was stuck all over his clothes!  
It hardly seemed fair  
That it was wrapped in his hair  
Like carefully placed barrettes and bows!

Following dinner with all this mess,  
I feel it is probably safe to disclose  
He sat in the sink,  
And before he could think,  
Mom rinsed him off with the sink's sprayer hose!







# My Super Sonic Saucer

The annual "Hero of the Hill" contest was today and I was ready! As I sat at the starting line with the other con-

testants I thought of the hours I had spent improving the old sliding saucer beneath me. I added skis and double rocket engines to ensure I'd be the fastest down the slope! When the official yelled "Go!" I simultaneously pressed the on button and was off... In seconds I was at the bottom but hadn't slowed down a bit! I clutched the side handles in terror as I continued to blast into town... How could I have forgotten to install an off switch? (Now answer the "Quick Questions" before writing an ending!) \_\_\_\_\_

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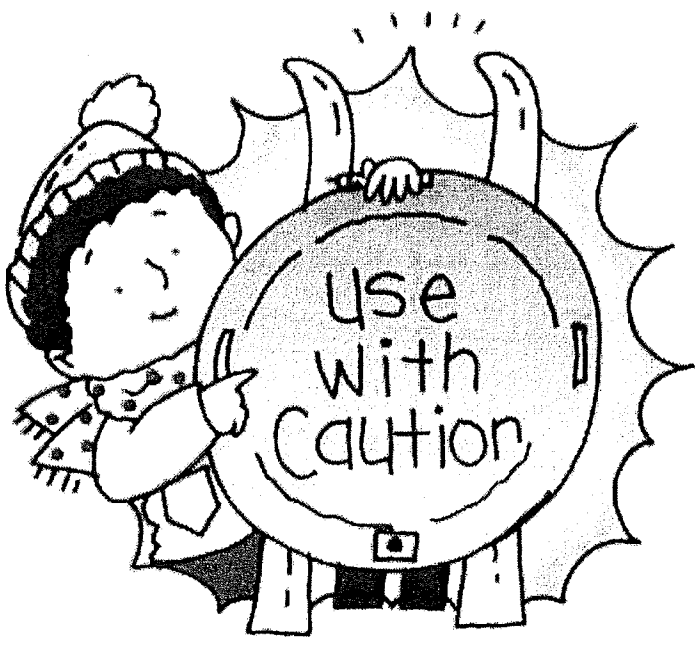
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Lined writing area consisting of 18 horizontal lines.



Lined writing area consisting of 8 horizontal lines.

*The End*

# Quick Questions

## About "My Super Sonic Saucer"

1. What happened to the boy in town? \_\_\_\_\_

2. Did anyone attempt to help him? \_\_\_\_\_

3. Did he travel up steps or in any buildings? \_\_\_\_\_

4. How was the saucer finally stopped? \_\_\_\_\_

5. Will the boy be declared winner of the "Hero of the Hill" contest or be disqualified because of all the chaos he caused? \_\_\_\_\_

Name \_\_\_\_\_



Date \_\_\_\_\_

## A Snow-Good Experience

By Beth Beutler

\* Read to yourself one time (or more)  
\* Read to an adult one time (or more)

Derrick was excited. Kindergarten was cancelled this morning due to a snowstorm. He planned to go outside and build his very first "all by myself" snowman. He was now five years old and was strong enough to roll the sparkly clean snow into three balls the size of a bottom, middle, and head. His mother came outside with him, but he didn't want her help this time.

"I can do it myself, Mom," he called.

"Okay, sweetie," she said with a smile. He surely was growing up. Her breath made puffs of frost in front of her face as she proudly watched Derrick work. "Why don't I get you some clothes for the snowman?" she called.

"Okay, Mom," Derrick agreed.

Derrick's mom headed into the house. She gathered some buttons, a carrot, a scarf, mittens, and a hat. When she came back out, Derrick was lifting a large snowball onto an even bigger one.



Derrick's mom watched for a few minutes. She remembered that just last year Derrick wasn't quite strong enough to create the snowman himself. While she watched, he began to roll one more ball. This one was a little smaller. He carefully placed it on top of the other two.

"Okay, Mom. Let me have the stuff."

Derrick placed the buttons, scarf, and carrot on the snowman. He found some sticks to make arms. Then he attached the mittens. He stepped back to look at his new friend.

"Hey, Mom! What do you think?" he asked.

"I think it's terrific!" She answered. "Now, how about some hot chocolate?"

"Yeah! That sounds yummy," Derrick replied as he ran into the house with her.

That night, Derrick looked out the window. The moon had cast a bright glow on the snowman. He snuggled under the covers. He thought, "Tomorrow, I'll build him some friends! What a great snow day this has been!"

Morning came, and school was cancelled again. Derrick jumped out of bed. He looked outside his window to check his snowman. What he saw made him very unhappy. The snowman had been knocked over! What had happened? He felt like crying. He ran to his mom.

"Mom, look! Someone knocked down my snowman." Derrick was so sad. He couldn't hold it any longer. He cried into his mom's arms.

Derrick's mom hugged him and tried to comfort him. She was also angry. Who would do such a thing?

"How about we go outside and fix him?" she suggested.

"No. He will just get knocked down again. I'm going to my room." Derrick stayed in his room for most of the morning. He muttered, "This has turned into a no-good day." His mom left him alone, but wished she could do something. Derrick was probably right. She could fix the snowman. However, it may get knocked down again.

She began to work in the kitchen. The kitchen window faced the front yard. There was not much going on. Many

Name \_\_\_\_\_



Date \_\_\_\_\_

kids were playing, but Derrick was not interested.

Once when she glanced up, Derrick's mom saw some kids in their yard. They were some second and third graders from the neighborhood. They were by the snowman. She angrily headed to the door. She planned to get to the bottom of this! However, she stopped short. She looked more carefully. The children were fixing the snowman. They carefully added snow and rolled another head. Then they placed the hat, scarf and mittens on him.

Derrick's mom was touched. These kids were really thoughtful. Then she saw something odd. They were placing a sign around the snowman's neck.

When the kids left, she called Derrick. "Come here, sweetheart. Look at this!"

Derrick looked out the window. His eyes opened wide with surprise. He ran outside without his coat. He brought the sign back in. It said, "We saw somebody knock down your snowman. We fixed him for you! Nobody messes with our neighborhood snowmen!"

Derrick's eyes lit up. He was feeling much better. He looked back out the window. He could almost imagine the snowman winking at him! He was thankful for good friends. Derrick felt so good. This had really turned into a "snow good" experience!

A Snow-Good Experience

## Questions *Complete Sentences!*

1. How old was Derrick?

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2. What did he do for the first time?

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3. Name three things he put on the snowman.

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4. What did the older children do?

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